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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

From Experience to Science

THE school has a responsibility never suspected ten years ago. Experience has lost its leadership except when it has the spirit of scientific preparation.

One of the greatest plants of the Standard Oil Company in America no longer promotes any one to positions of responsibility simply because of successful experience in some less responsible position.

A vast sum is expended annually upon its department of scientific demonstration. All important positions of leadership are filled by men who made a record for achievement in demonstration of scientific masterfulness.

A man who knows everything about the doing of anything as it has been done for three years stands no possible chance of promotion as compared with the man who knows what changes are needed, and why they are needed.

The business of the schools is to look ahead and not behind; to know what to do today that will meet the needs of tomorrow, rather than to know what was done day before yesterday that never survived through yesterday.

Parent-Teacher Recognition

TEACHERS COLLEGE, Columbia University, is once more the leader in the recognition of an important progressive movement, and will have two courses in Parent-Teacher home-school activities this summer. They will be graduate courses and students can earn two points of credit in either course or four points in the two courses, which can easily be taken.

This has high significance because there are many persons rendering noble social service who have no opportunity to earn scholastic credits, while young people who have rendered no social service are bedecked with scholastic degrees while reveling in social activities.

We regard this pioneering of Teachers College under Dean William F. Russell as one of the notable features of academic life this summer.

Edgar S. Bloom, who has provided a generous sum to aid students in the University of Pennsylvania, specifies that the applicant for this aid must have these qualities of manhood: "truth, courage, devotion to duty, sympathy, kindliness, unselfishness, fellowship and leadership."

Pittsburgh Safety Council

PITTSBURGH, Pennsylvania, has a Safety Council with its 70,000 elementary and junior high school pupils and students enrolled. At its recent annual meeting with 1,500 boys and girls in attendance medals were given to those who had saved human lives within a year.

One boy rushed into a burning house, seized a baby and jumped through a window with the baby in his arms.

Two Boy Scouts found a young athlete who had fallen over an embankment and lay unconscious below. They used the prone method of resuscitation. One of them stayed with the athlete while the other went where he could telephone for a patrol wagon. They put the rescued athlete in the patrol wagon and went with him to the hospital, and stayed there while he was given appropriate care.

A junior high school lad rescued four young men from drowning in Lake Chautauqua last summer when their sail boat capsized in rough weather. They could not swim, but clung to the capsized boat till Robert came with his skiff, helped them one by one into his skiff, and brought them safely to shore.

We have rarely enjoyed an audience more than to see the enthusiasm of 1,500 boys and girls as they cheered those who were given medals as the story of their heroism was recited.

It was quite different from the ovation to a prize winner of a ball team. It was another kind of thrill which prompted their appreciation of life saving.

Yale University has an endowment of more than $200,000 toward the establishment of a foundation for the advancement of Applied Forestry.

Appreciation of Mr. Kalbach

LEWIS A. KALBACH, of the United States Bureau of Education, was given an "Appreciation Dinner" on May 11, by Commissioner Cooper and the heads of departments of the Bureau. This gave opportunity to magnify the unusual service that Mr. Kalbach has rendered the Bureau in the forty-two years of official connection therewith, especially in the twenty-three years that he has been secretary to Commissioners Elmer E. Brown, Philander P. Claxton, John J. Tigert, and William John Cooper.

As secretary to the Commissioner he was the acting commissioner from the resignation of Dr. Tigert in August, 1928, to the inauguration of Dr. Cooper in February, 1929. He has been acting secretary between the commissionerships of Brown and Claxton, and Claxton and Tigert. Not only so, but whenever a commissioner has been touring the country he has been acting commissioner, and has served in that capacity about 45 per cent. of the time. When a commissioner is present Mr. Kalbach's familiarity with conditions has made his information and judgment indispensable.

A native of Pennsylvania, he came to the Bureau from the United States Naval Academy at Annapolis in the administration of Colonel Dawson, and has served with six of the eight commissioners.

B. Frank Morrison, chief messenger of the Bureau, was brought there by Colonel Dawson, September 28, 1886, eight months before Mr. Kalbach, and has held that position for forty-three years.

James C. Boynton, editor of School Life, was also brought to the Bureau by Colonel Dawson, nine days before Mr. Kalbach was, but he was in other government service for nine years.

Colonel Dawson's service to the Bureau was the shortest of any commissioner, but he has rendered a surprisingly long service through those whom he brought there. No one else in the Bureau has been there as long as these men, whom he brought there between September 28, 1886, and May 3, 1887.

Miss Ethel E. Redfield, head of the Department of Education of the Southern Branch of the University of Idaho, Pocatello, is continuing the professional service which she has rendered in various capacities in state leadership. The Pocatello branch of the State University has the opportunity it should have had long ago, and Miss Redfield has a vital part in its professional functioning.

Banqueting Rafter

AUGUSTINE L. RAFTER, assistant superintendent of Boston, will retire after forty-six years of service in Boston schools because he is seventy years of age, and 700 associate superintendents and teachers banqueted him recently, voicing their affection in many ways, culminating in the presentation by William B. Snow of a "thousand-dollar grandfather's clock." No man now living has rendered the city such a variety of service, always masterful as teacher, principal and assistant superintendent.

New Orleans expects to have a great university for colored students by the merging of Straight College, New Orleans University, and other institutions. This will merge the Methodist, Congregationalist, and other interests with vast financial resources.

Unusual Hoosier City

CONNERSVILLE, Indiana, a city with fewer than 15,000 population, has more important industries and more workmen in factories than

any other city of its size in the country, and it has an exceptional public school record.

It was in Connersville that Professor Guy W. Wilson, now one of the leading professors of Boston University, made his first reputation. It was there that Lotus D. Coffman, president of the University of Minnesota, made his reputation. It was here that the president of the First National Bank of Connersville, E. L. Richert, made his reputation, and it is in Connersville that E. C. Dodson is making fame, far and near.

Dr. Herman G. James, dean of the College of Arts and Sciences of the University of Nebraska, is chosen as president of the University of South Dakota at Vermilion, succeeding Robert L. Slagle, who died recently.

University of Iowa

UNDER the caption "Culture in a Cornfield," the Chicago Tribune of May 26 published an illustrated article of five columns of twenty-eight inches each. It is written by James O'Donnell Bennett.

It is a statement well within the fact that within fifteen years there will be more graduate than undergraduate students on the Iowa City campus.

President Walter A. Jessup has seen greater progress scholastically in notable service to the state and in academic recognition in his term of service as president of Iowa State University than any other three presidents have seen in their combined service, and he is still a relatively young state university president.

Of the more than five hundred colleges and universities of the United States, Iowa State University is near the top in scholastic rank and in professional recognition.

There are not five universities that have made greater strides in the development of graduate courses of high standing and special service in preparing men with their graduate course attainments for exceptional success in professional or commercial positions than has Iowa University under President Jessup.

President Campbell to Retire

WILLIAM WALLACE CAMPBELL, president of the State University of California for the last six years, and on the faculty of the University as teacher, professor, astronomer and president for thirty-nine years continuously, has announced that he will retire on July 1, 1930, when he will have attained the possible retiring age of sixty-eight.

The University, with its "State University at Los Angeles," is by far the largest university in the New World, and there is no imaginable limit to what the University will do as the state enters into its inheritance, climatic and Asiatic.

It is not to be wondered at that a man who has carried increasing responsibilities for forty years, as it will be when he retires, prefers to pass the responsibilities on to a younger man. No president who could retire from any American university can have had the combination of variety and extent of service that Dr. Campbell has given the University.

What Do Pupils Think About?

JOHN P. DIX, Roseland, New Jersey, elementary school principal, raised the question, "What are my eighth grade students thinking about?" So he asked them to write about "What I'll Be When I Am Big."

The answers to the question as to their life are interesting. Bus drivers, air-mail pilots, and stenographers headed the list; teachers were next; store managers, bookkeepers, physicians were among the leaders.

Then there were those who wanted to be a great baseball player, a city manager, nurse, actress, electrical engineer, interior decorator, dressmaker, private secretary, car mechanic, carpenter, house painter, manager of a milk route, dentist, pilot on a steamboat, movie actor, gymnasium teacher, artist, forest ranger, naturalist, telephone operator, florist.

Does a teacher often try to think what the students are thinking about? Isn't it more natural to think of them as though they were thinking as the teacher is thinking?

This professional adventure of Principal Dix interests us more than almost anything professional that has come to our knowledge.

William John Cooper, United States Commissioner of Education, the first state superintendent to be thus honored, came into action with a new Secretary of the Interior, and they caught the pace of progress immediately.

Another Real Graduate School

JOHNS HOPKINS UNIVERSITY has given Dr. Edward F. Buchner a real graduate school in which no one can register who has not had three years of successful teaching experience as well as a first-class college course for a Bachelor's Degree.

It is appropriately called "School of Higher Studies in Education," which gives the school a truthful statement of what it is.

Dr. Buchner is an artist when it comes to telling the truth.

Belding's Page

ATTENDANCE REGISTERS

A GOOD thing to reflect upon during hot weather is the matter of regulating attendance. The school that can score a high record of perfect attendance on the part of its pupils, usually is very proud of the achievement. And of course it is difficult to accomplish the desired results where pupils are often late or absent.

There is such a thing, however, as making a fetish of regularity, and many cases have occurred in which pupils would have been better off, physically and mentally, if they had remained at home for a few days or even committed the unpardonable sin of being late.

Many a child has cried bitterly at being told by a wise parent that he or she was not well enough to go to school. Analyze those tears, and discover that they were composed of a guilty feeling, a sense that one must keep one's school appointments no matter what happened.

How can children be impressed with the importance of regularity without over-emphasis upon a perfection which is occasionally unwise?

It is better for Tom or Hilda to be tardy than to get run over on the way to school. Yet Tom, if he be very young, and Hilda at almost any age, may forget for one fatal moment, which is worse.

Encourage regularity. Don't deify it.

FACING VACATIONWARD

THE end of the school year finds pupils and teachers depleted in energy, interest and good nature. Critics on the outside frequently declare school vacations too long. They say, with truth, that the schools are open for business less than half the days in the year. But let these critics try the experiment of keeping school open a much greater portion of the time and they will discover the reason for holidays.

Perhaps the holiday habit is a trifle overdone in some cases and some places. For instance, when a holiday falls on a Thursday, can you justify closing schools Wednesday noon and thus omitting two and a half days from the five-day week?

Historically, the vacation idea for schools began as a measure of economy. Rural districts could not afford, they thought, to hire teachers twelve or even ten months in the year. Moreover, the boys and girls could not be spared from farm work in the summer. Gradually, in recent years, the school year has been lengthened, usually in response to state laws, until we have what we have.

No one has conclusively demonstrated whether the prevalent amount and frequency of vacations is the best that could be arranged. During the school year the interspersion of several recesses of a week's duration each appears to work better than concentrating the vacations into two breaks each lasting a fortnight.

Presumptive evidence in favor of a long vacation in summer is furnished by the obvious fact that when schools close everybody connected with them is glad to be released, and when schools reopen in the fall, pupils and teachers are generally eager to resume their tasks. Compare the lassitude of any school day in June with the alertness of any decently cool day after schools reopen in September. That indicates the answer if it does not prove it.

That school teachers and executives like vacations is, of course, a fact. So would any one else like vacations. To declare, as some do, that the reason the schools have such vacations is to please the teachers, is, I believe, mainly false. Yet the nature of teaching work is more or less exhausting. It uses up nervous force to an extent not true of many other occupations.

Ambitious teachers and school managers spend a large part of almost every summer in improving themselves professionally. This is important and needs to be encouraged. But the thing that many educators need is to live in the out-of-doors, to travel, to read stimulating books. Some need this more than they need formal courses in summer schools.

Vacations ought to be used intelligently, according to the requirement of the individual, not according to any absolute rule prescribed for all. The purpose is to make a more proficient or a more inspiring leader for youth or childhood. How this best can be done is an individual question. The answer that is correct for this summer may be wrong for next summer. Variety from year to year should be considered.

For principals and superintendents the vacation period is apt to be occupied with inescapable tasks. The school or the system of schools must be organized. Teachers must be found to fill last-minute vacancies. Those who can get away with clear consciences for a month in the summer are lucky.

Vacations are a gift from the gods, and like all such gifts should be used intelligently and fruitfully.

If youths entered college at seventeen they would, as President Lowell says, be able to enter upon their vocations and to wed earlier. But freshmen of seventeen would give the colleges a new problem. They have almost enough problems now.

Anson W. Belding

Associate Editor.

Quo Vadis, Ph.D.?

By A. O. BOWDEN
President, New Mexico State Teachers College,
Silver City

THIS is not another one of those articles which are intended to list only destructive criticisms of the colleges and universities. It is the result of an attempt to see what is being done in the larger universities regarding graduate work leading to the doctor's degree and to determine the direction in which training for this degree is tending.

An inquiry was sent to all the universities in America which grant the doctor's degree asking for literature containing regulations, etc., pertaining to the requirements for the degree. Also a number of questions calling for factual statements as to: 1. When the first doctor's degree was granted. 2. How many of such degrees have been granted. 3. How many holders of these degrees are now living. 4. The names and addresses of these recipients. 5. How many have been admitted to Who's Who in America. 6. What method of selecting Ph.D. timber is employed. 7. What changes in this method have recently been made. 8. How much of the personal element operates (and how much should) in selecting candidates. 9. What is the institution's definition of a doctor of philosophy. 10. What is the conception of a philosophical mind.

Replies and literature were received from seventeen universities. Not all, however, sent complete information on all these points. The first doctor's degree was granted by Yale in 1861. At the end of the academic year 1927-1928 there had been granted by these institutions reporting 8,070 degrees. Of these 10 per cent. had died since 1861, when the first degree was granted. This very low mortality date over a period of nearly seventy years indicates that the work for the doctor's degree is not so destructive to health as has been considered by some.

Of the total number which had been granted, 20.6 per cent. have been admitted to Who's Who in America. Teachers College, Columbia University has approximately 38 per cent. of its doctors in this volume. Approximately 83 per cent. of those admitted to Who's Who won their distinction in other fields than their specialty or in research. This per cent. includes men who are college presidents, editors, administrators, authors, lecturers, clergymen, engineers, business men, musicians, etc.

The method of selecting Ph.D. timber is roughly the same in all larger universities. All require facility in the use of certain tools of research, usually French and German. Only two institutions permit substitution of statistics or other methods of research for the conventional language requirements. The requirements on this point have only recently been modified by a few institutions. All require some kind of written thesis or dissertation. This thesis or dissertation must show superior ability for original investigation and research. In practically all of these universities reporting the major emphasis is placed on power to do research and to plan and carry forward original investigation. None indicated that the candidate is required to demonstrate any type of ability to teach. Not one indicated either by answers to questions or in the literature that the aim is to develop exceptional ability to teach. No controlled experimentation or supervision of methods of teaching is shown. A controlled series of experiments to develop or test the ability or excellence in teaching would probably be as easily arranged as any test or dissertation to show excellence in ability to do research. Excepting two institutions, methods of selecting doctor's degree timber have remained practically the same for many years past. No significant changes in method were indicated.

The personal equation enters quite largely in all cases except two, and it is extremely doubtful if these two exceptions have been able, to any marked degree, to eliminate the element of personal bias. Personality of the student, judged by the professors under whom he studies, has been a very large factor. Some state that high intellectual attainment is the paramount factor to be considered.

There is a question why personality and the general impression which a student makes, aside from the intellectual factor, should be greatly important if research is the major or (as in most cases) the only factor. Why should personality count at all? Very great emphasis is placed on character and general promise. This is as it should be, whether one teaches or engages in research. Character involves honesty, integrity, dependability and straight thinking, which are the foundation of dependable research results. That these qualities are essential in teaching goes without saying.

The occupations which these Ph.D. holders follow are interesting. (Note.—Data for this paper were collected before the appearance of Dr. M. E. Haggerty's excellent article which appeared in the October, 1928, number of the Educational Record, pages 209-218. His data and its treatment are so well done that the present paper is somewhat modified as to form and length.)

Among the doctors from these universities 68.4 per cent. go into educational work, primarily teaching. Only 5 per cent. of the total number have done a major or substantial part of the work for the doctorate in education or in academic or re-

search courses which have to do with expert training for teaching. It is remarkable how small a per cent. actually do research work. (See above reference to Dr. Haggerty's article, tables I and III.) While an average of 5 per cent. have taken preparation for teaching positions, three of the largest universities have the lowest per cent. of those who are thus prepared, one reporting as low as 1.6 per cent. of its doctors as preparing for work in education or as a teacher.

If we accept the statement of all these universities that the primary or sole aim of the activities leading to the Ph.D. degree is research we can pronounce no other verdict than failure in large measure as the result.

For purposes of this study the following tests have been set up which are intended to indicate by the end results obtained the ability of the universities to select the best methods of choosing and training Ph.D. timber.

1. Admission to Who's Who in America.
2. Productivity as indicated by research and contributions to knowledge.
3. Incontestable evidence of superior ability to teach as a result of special and extended training required for the doctorate.
4. Noteworthy administrative ability either in the field of educational administration or in other fields of activity as a result of specific training in administrative principles.

By the above standards the results of the training for the doctorate indicate that much of the effort heretofore put forth in this high endeavor has either lacked direction or aim, or the training has fallen far short of its goal.

The reason for using admission to Who's Who as a test of the effectiveness of the training or the ability of the universities to select Ph.D. timber is that it furnishes a sort of crude index to the recognition which has been given to this particular product of the universities. This is the least valid of the above tests, perhaps, but it indicates roughly society's estimate of the value of the training.

The degree is a misnomer in the first place, if we accept the expressed aims of the institutions offering this degree. Why not let the Ph.D. degree mean a doctor of philosophy just as the name implies? One, and the original, meaning of doctor is teacher. And the present Ph.D. holders are in large part teachers. The difference is that they have made little or no preparation for the master teacher, while the aim has been to make scientists of them, research students. Data show that 63.4 per cent. of the Ph.D. holders are doing work for which they have had little or no professional preparation. As a result the performance in the majority of cases is mediocre in both the field of research and in the profession of teaching. No one will argue that the doctor's degree training as now given makes one a better teacher. It has been claimed that such training has been a detriment to the highest type of teaching. The original aim was to make scholars, teachers, men of broad vision, learning, etc. A doctor of philosophy, as the name implies, should be much concerned with life values as well as factual relationships. A scientist is not greatly concerned with values. He is interested in hypotheses and a formulator of theories as well as a systematic unbiased gatherer of data. Philosophy examines these assumptions which the scientist makes. We are not arguing for that generalized vagueness which has often been characteristic of many of the so-called philosophers whose names dot the pages of history. We hold no brief for that type of "broad-mindedness" which gets nowhere nor for the extreme specialist who does little but collect data. To do the best work a scientist should have something of the attitude of the philosopher, and the philosopher to be anything but an arm-chair producer must have something of the temper of the scientist. Science, which is the handmaid of philosophy, often becomes so narrow that it ceases to be scientific or practical from the standpoint of productivity. Perhaps one of the reasons that the scientific method has almost usurped the field of philosophy in connection with the Ph.D. work is due to the overanxious desire on the part of many to be practical in the commercial sense. Do philosophers have a point of view? Do scientists develop hypotheses and theories mainly? Did Leeuwenhoek have a point of view? Did Pasteur? Did Spallanzani? Or, rather, did they not seek for facts, what is, and then state conclusions and later develop a point of view? The word philosopher as used in this paper is not used in the sense of a "student of systematic philosophy." It is used in the wider sense of the "world view" which many scientists have.

Society honors those who *do*. Activity is the thing that attracts. It is on those who produce that society bestows its prestige and also condemnation. Henry Ford is not so much honored by society because of his great wealth. It is because he has produced something that is tangible. Edison has done more to attract attention to his work than any other modern American. Wealth has a glamour, but soon fades. Edison and Lindbergh will not fade from the pages of the history of civilization. Lindbergh is honored because he has done something big in the estimation of social groups. Not only must one do something, but something big. The teacher is not so much honored, because his product, whatever it is, is so intangible. Those teachers in the past who have done something that has effected a change in the minds of men have also been honored. Socrates, Plato, Christ and a long list of men like them have left an indelible imprint upon tradition. Newton, James Watts, etc., have immortal places in the

world of ideas because they were scientists and teachers.

This attitude of doing something noteworthy dominates the philosophers today. To do this thing one must have technique, a method and material. Research in science must be the aim. It must have the prestige and tradition of long standing to make it respectable. The Ph. D. has a social standing, therefore we will keep the title and change the purpose, make researchers and scientists of our doctors. Results? We have almost a meaningless term, and something worse, much mediocre teaching ability and a deal of piffling research.

We could still keep the Ph.D. degree, let the purpose of the training for it be that of preparation to teach well some special subjects. We need scholars, co-ordinators, integrators of what has been found out about the world of things and men.

We need men with broad vision who can encompass broad areas of knowledge in many fields. Let these be the doctors of philosophy. Keep the degree, it is a good one, but let it mean what it means. A specialist usually does not and probably cannot have this view. Some are similar to burrowing animals. They get so far in a hole that they often lose sense of direction. Strychnine is a good medicine for certain purposes. One can take too much. Specialization is necessary and desirable both in research and in teaching, but there is such a thing as too much specialization. One tendency in the field today is that of collecting data. We need this, but we also need new ability to keep from being covered up with data by reason of the quantity of which we often lose sense of proportion. We need analyses and organization. One *may* be a specialist and yet a philosophically-minded person. We are not advocating any abandonment of our tendency now to specialization. We are urging that those who attain the doctor's degree specialize in some field of knowledge with an additional general background in several other areas of knowledge. At the same time become a doctor of the *teaching* of this special field of knowledge. There should be at least two goals to control the direction of effort. One which should lead to the professorial chair. These should be trained as specialists to be teachers. The other should lead primarily to the field of research. These should not be given the Ph.D. degree. Why should we not have a degree designating the field of specialization, doctor of chemistry, doctor of agriculture, etc.? The present tendency to grant the Ph. D. degree to every one who is judged intellectually capable, who fulfills all other requirements, is likely to result in the same conditions which now confront the A. B. degree. It is practically meaningless. An A. B. degree is granted in almost any department of a college or university, and it does not mean what it was originally intended to signify. There have been objections offered against multiplying the number of degrees. However, the increase in the number of kinds of degrees offered will be much less confusing if they indicate the field of specialization, than at the present time.

Some of our older philosophers were so specialized in systematic philosophy that they were anything else but philosophical, and some of our specialists are so specialized that they lose direction and become anything else but scientific. It has been long assumed that one could specialize and become a philosopher on the theory that if one gets deeply enough into a subject he could see the world through a philosopher's eyes. This is due to the fact that the ramifying spread of any one field of knowledge leads to a universal view of the world. It is doubtful in many cases if this is true at the present time.

Ph. D. training is supposed to give those who are its recipients methods of thinking and investigation which a shorter college course and degree does not give. But if, after they have this originality developed and these methods and techniques of research they do not use it for the good of a greater social circle what profit is there in it? Ph.D. calibre, then, should not be determined, or rather we should say it is not determined by the ability or capacity merely to make an enviable academic record, but by some sort of achievement tests of past efforts. We mean by past achievement not only what they have done in college, but what they have done in the way of production, either in original research or in a superior type of teaching and administration, both or either of which should be a valid test of Ph. D. calibre. Many do have the necessary mental agility and memory ability to pass the oral or written preliminaries, but lack the necessary energy and determination to make proper use of the mental cleverness to make proper returns to the society which they are to serve. A test of one's energy, determination or urge, his social attitudes and inclinations to do something more than to exert a powerful local influence, should be one of the factors in the test of Ph.D. calibre. There should be mental capacity *plus* purpose, energy, and in the broadest sense of the term personality.

It may be claimed that the old methods did *not* select the proper calibre, but the newer methods adopted by a few institutions do—but there are no newer methods in most institutions. It may be also said that there are those who have received the doctor's degree who often do very valuable social service which is not of sufficient importance and sufficiently conspicuous to get rating in Who's Who, or to exhibit any productive work. Such doctors may have the mental ability. They lack ability in energy, urge and determination and a view to a larger social service.

This article is not written to dissuade any one

from attaining the doctorate rank. It is written for the purpose of urging a better and more efficient service to society which ultimately pays the bill for the long years of schooling, money expended and material used. The larger purpose involved in the doctorate is sound. It aims at two goals: That of extending the limits of human knowledge and the advancement of civilization; the other goal is that of filling the important teaching positions with well-informed, well-trained expert teachers. We have not completely failed in either, but in both we have fallen far short of the possibilities.

CONCLUSIONS.

1. Either the methods of selecting candidates are wrong or the purpose for which the work is done and the degree granted is at variance with these methods and aims.
2. The doctor's degree at the present time is *intended* purely as a research degree. It *functions* as a teaching degree or certificate. Most of those who are admitted to the degree go into teaching without the necessary training for a teacher's services.
3. We should have two goals set up to guide the work which leads to these degrees. (a) Teaching and (b) Research. The work given for each of these should differ to a great extent one from the other.
4. The method of selecting Ph.D. calibre should be largely based upon achievement tests, not in large part, either, on academic grades but upon ability to do a high type service either as teacher or in research both of which have been demonstrated. This demonstration should be definitely made before the degree is granted. This would oppose the theory now in evidence in many cases that only the young should study for the degree. Study should begin while young and continue till high ability in the chosen field is demonstrated.

Hemlock Branches

By JOHN LISTON

A Story

ALICE Karnaghan, deeply immersed in thought, trudged the long distance between Wyatt High and her apartment. Her smooth young forehead was marred by a frown and in her gray eyes defiance warred with dissatisfaction. Her days were lustreless, the weary hours grinding remorselessly away left her dull and dispirited, she was no more living, as she had envisioned life in college, than were the hemlock branches that she subconsciously noted, where they lay spread over beds of dormant bulbs. She had to pass them every day and they never failed to depress her. In their ugly practicality they reminded her of her own bleak existence.

Every day was the same. Instead of the stimulation of give and take that she had expected from her professional life, she felt that she was pouring water into a leaky pitcher. Sardonically she recalled the phrases, 'noble profession', 'nation builder', and other high-flown catchwords that to her seemed meaningless. In the teachers' rest room she listened incredulously to the eager discussions of classroom talk. They were all intensely interested in their students, or thought Alice, smiling grimly, each pretended to be for the benefit of the others.

Alice corrected papers all that afternoon with stern preoccupation.

At 5.30 her housemates came home full of chatter about the incidents of their day. Mr. Forgan, the great financier, had dropped into Ann Noel's office, and her employer had presented her. Penelope had been given charge of a department the preceding month, twelve girls were at work under her orders, and her days and nights were devoted to the problem of making them satisfied and happy under her youthful rule. As usual, Alice was silent. This was the way of the cross to her. These girls were doing the things that she had hoped to do. The results of their days were tangible. What could she ever accomplish in the work that circumstances had foisted upon her? If only at the end of even one day she could tell herself truthfully, Today I have done *this*, she would be happy. Ann and Pen could take hold of something, mold it, fashion it, watch it grow. Her influence, on the other hand, was as evanescent as a vagrant summer breeze.

Outside and inside the classroom Alice was two different people. Evenings, when in contact with her friends, she was gay, joyous, responding charmingly to every overture; but the moment she took her position behind the desk she became an automaton, a middleman between the textbooks and the children. Although she was far from realizing it, Alice was a quitter. Unfortunately she had brought the wrong point of view to bear upon her work. Her heart was not in teaching. She would rather be anything else. But the influence behind her had impelled her into the school, her position had been offered rather than sought, and, as so often happens, she looked the gift horse in the mouth.

Sometimes she wondered apathetically how she appeared to her pupils. If only there were a few who rose above the dreadful mediocrity, whom she could address as individuals, upon whom she could leave the imprint of her own personality, Alice

thought, she would be getting somewhere. Of course, there were good earnest students, young folk who wanted to acquire knowledge, but she couldn't think of them as equals, as people who had anything to give her, as compensating entities.

The early spring day proceeded like dozens of similar days. Out of desperation, and as a pure experiment, Alice told the class the main facts about Arthur and his Court, with a brief sketch of the principal characters. She read them various excerpts that had appealed to her when she had been fifteen; and in her reading she forgot her grudge against her lot, as, enthralled anew by the rich sonorities of the passages, she read:—

"I did not come to curse thee, Guinevere,
I whose vast pity almost makes me die,
To see thee, laying there thy golden head,
My pride in happier summers, at my feet . . .
So far, that my doom is, I love thee still.
Let no man dream but that I love thee still."

The effect on the children was electrical. They were actually interested.

"You really liked it? Really?" Her face was flushed and her eyes swept the room, gathering sheaves of reward in the attentive faces that were raised to hers. "Then write your opinions on Arthur's point of view during the closing ten minutes, and lay your papers on my desk as you go out."

That night for the first time Alice perused her themes with interest. She was pleasantly surprised to discover that her pupils, whom she had placed on a slightly higher plane than amoebae, had, in fact, distinct reactions and impressions of their own. Hardly any two students were affected in the same way, but all, without exception, sympathized with Arthur's attitude. This experience galvanized her into action. She became conscientious and painstaking in the preparation and presentation of her material. Instead of being slightly impatient with the slower pupils, she began to enjoy making them understand delicate and difficult points; she racked her brains to make her assignments pungent; and she insisted that the papers be written upon incidents or subjects within the daily round of their lives outside the schoolroom.

Having struck the first spark Alice went at her work with redoubled effort. She placed a premium on originality of conception, and the happiest moment of her life was when George Bjorkman, describing a transatlantic trip, spoke of the ocean as "monotonous." The boy had watched it for long days from the porthole of a steerage bunk, and to Alice, who had always viewed the sea from land, his reaction, whatever else it might be, was sincere. She glowed with pleasure at his successful depiction of his feelings. He had found just the word to describe his childish emotions.

She began to realize that the children responded to her exactly in proportion to the pains she took. In the first part of the year they had seemed to be infected by her listless attitude. Now she never wearied of planning new excursions into wider realms of knowledge, and her reward was that serried ranks of ardent youngsters followed where she led.

At home Alice now talked shop as persistently as her housemates, in fact Ann and Pen had difficulty in getting a word in edgewise. She was brimming with the doings of her Henry Schroeders, and Mary Murphys, and Herbert Estrellas.

* * * * *

The Easter recess had begun an hour since, and again Alice was on her way home. She stopped to inspect the broad beds where the hemlock branches were now rusty and almost dead. But they no longer depressed her, for she remembered that their function was to protect and nourish the green tips of unsprung tulips.

Brotherhood

When you meet with a fellow,
On life's rocky road,
Who has stumbled and fell
'Neath a burdensome load,
Do not leave him there
On his own to drift—
Show the brotherhood spirit,
And give him a lift.

For he started, perhaps,
Toward the same goal as you,
But was a bit weaker,
And couldn't pull through.
So don't waste flowing words
On worldly renown,
They are not worth much
To the fellow who's down.

Let him feel the firm grip
Of your hand in his own,
Lift him out of the mire,
And stifle the groan;
Give a friendly smile
And a word of cheer,
It will brighten the life
That is dark and drear.

This old world that is ruled
By pure selfishness,
A world where the strong
Crush the weak, in distress;
Could be made the better
If men understood
What is meant by the spirit
Of true Brotherhood.

—Exchange.

Home Room Guidance

By MISS MIRIAM R. EWART
Lexington, Massachusetts

IN THE past that phase of guidance known as vocational has been predominant; today educators are recognizing that guidance must function throughout the entire field of education. The function of guidance is peculiar to the junior high school more than to any other years of the school system. The age of the junior high school is that of adolescence. Children at this time are passing through a most critical period in their development. They are undergoing physical, mental, and spiritual changes. They are forming habits which will play an important part in their later lives. Their characters are being moulded and their ideals formed. Therefore what kind of citizens these children are to be is largely determined by influence exerted during the junior high school years.

A modern junior high school, in order to be of greatest service to society, must incorporate activities that lead to objectives that make for good citizenship, good health, worthy use of leisure, worthy home membership, vocational fitness, civic responsibility and good character.

Since these objectives must be kept constantly before the pupils, their greatest guide and friend ought to be their home-room teacher, who sees them every day, who is interested in them as individuals, and to whom they turn for guidance in their many problems.

We all recognize the importance of the home-room period now, and knowing that "incidental" guidance is not enough, since to some teachers it means no guidance, we are working out a definitely organized program. The principal and teachers are co-operating on various phases of guidance, developing those which fit into a specified place in the school year, and keeping ever to the front such topics as courtesy, loyalty, co-operation, etc.

The beginning of a career in junior high school is of vital importance to the child. There are many new things with which he is confronted. It is his first experience with divisions, a home room, different subject teachers, supervised study periods, a lunch room, activities in clubs, class meetings, and assemblies. Here is the home-room teacher's first responsibility—to get her new pupils familiar with the unfamiliar and adjusted to their new environment and its activities. She must explain the meaning of division letters, the location of rooms, the meaning of bells, the requirements for filing, and the importance of having a program card always at hand as a necessary guide. She must go over these same things day after day, until they become second nature to the child.

After a time some adjustments in courses must be made, but it is wise to discourage the pupil in his attempt to change courses before he has had time to become thoroughly adapted to his new environment and acquainted with his new teacher and the new subject. The home-room teacher must encourage him and make him realize the wisdom of following a choice long enough to give it a fair trial. Then after a while a change may be made if deemed wise by parents and teachers.

After the mechanical phases of the junior high school have become familiar, the pupils must recognize a new atmosphere, a new spirit which envelopes this school. They must understand the differences and see the reasons for the new conditions and make the most of them. Immediately a greater freedom is sensed and the new pupil must realize the advantages of this freedom and its limits. The home-room teacher can prevent many of the disasters which might result from this freedom.

At the end of the first marking period the teacher must discuss with her class the meanings of the letters and numerals on the report cards. She can make suggestions about habits of study. It is better thus to defer a detailed discussion of marks until the pupils and teachers are better acquainted with each other.

As soon as the pupils of a room are acquainted enough to judge the ability of their classmates, it is well to get the class organized. The teacher calls a room meeting, appoints a secretary pro tem whom she has coached beforehand, and leads a discussion that brings out a need for class organization and officers. The natural outgrowth of this recognized need is a discussion of the qualifications desirable in a room president, vice-president, and secretary-treasurer. The pupils will appreciate the fact that a football hero does not always make a good class president. They will suggest that the president should be a leader whom they will be glad to follow, that he should be able to take suggestions from and to co-operate with the teachers and principal, that he be capable of doing things well, that he have self-assurance and poise so that he can stand before an audience and be master of the situation, and that he be a good worker, always keeping the best interests of the class before him. The qualifications for a secretary-treasurer will be determined in like manner.

After nominations the voting is done by secret ballot, and tellers are appointed to count the votes and report to the meeting. If the class has responded to the guidance of the teacher the outcome of the voting will be very satisfactory.

In our school the room presidents of the ninth grade are candidates for school president, which

gives an added responsibility to home-rooms. These candidates with only a few suggestions from their teachers speak before an assembly of the entire school on some subject pertaining to the welfare of the junior high school. Then the electing of the president is done by Australian ballot, in the library. The result is usually very gratifying, as the pupils are very fair in their decisions.

It falls to the lot of the home-room teacher to instruct her officers in the use of parliamentary law, in their duties and responsibilities, and she must make the president feel that she expects him to assume responsibility for the room in her absence.

The guidance which is of vital importance to the entire group is citizenship guidance, which is the chief aim of education. It has been found that these aims could be most effectively developed by means of definite problems.

Our first problem was courtesy. The room presidents, who were to lead the discussions, were called together and given an outline which was to serve as a basis for discussion.

SCHOOL CITIZENSHIP AND COURTESY.

To the leaders: In our class discussions on Friday we aim to do two things:—

1. To show that courtesy is based on thoughtfulness and kindness.
2. To discover places where courtesy is necessary in the Lexington Junior High School.

Discussion.

1. What do you mean by courtesy?
   Is it: "Good manners"?
   Knowledge of the rules of etiquette?
   Thoughtfulness of other people?
   Living the Golden Rule?
2. Is courtesy necessary? Why?
   Does courtesy ever do any harm? To whom?
3. How can a Junior High School student show courtesy?
   (a) In the classroom?
      1. To teachers?
      2. To fellow students?
   (b) At lunch time?
      1. In the lunch room?
      2. In the corridors and outside the building?
   (c) In the library?
   (d) At assembly?
   (e) During passing periods?
   (f) After school "make-up" periods?
   (g) In busses going to and from school?
   (h) At school dances and parties?

Summary (Class secretary should record the results of the class discussion):—

1. Is courtesy worth working for? Why?
2. Where in the school do we need to make a special effort to show courtesy? How can we remind ourselves of this?
3. What do you consider the most important rule for a courteous person to follow? Write this rule on the blackboard or make it a poster to place on your bulletin board.

Suggestions: "Life is not so short but there is enough time for courtesy."—Emerson.

This discussion proved quite valuable, but in many instances it showed that the pupil leaders needed more training to carry on a discussion to get the best results.

Our next project for class discussion was the home-room. Such topics as (1) pride in appearance of their room; (2) individual responsibility to it; (3) and loyalty to the home-room rather than to divisions. (In the ninth year we put college and general course pupils together, to do away, as far as possible, with the tendency toward a feeling of superiority on the part of the college and some commercial course pupils.) Committees were appointed to be responsible for keeping the room clean and well ventilated, for getting plants and taking care of them, and for getting pictures and posters for decoration.

Some time ought to be given to considering the advantage of forming the banking habit, which is checked in home-rooms. The competition in seventh grade rooms is quite keen. My ninth grade room is not so much interested in banking since most of the pupils have outside accounts, but it was very proud of its 100 per cent. banner for

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Red Cross, some of the pupils even giving up seeing "Wings" so that we could realize our aim. Just at present there is much interest being shown in comparing size, contents and value of Christmas boxes which some of the home-rooms are filling. A fine room spirit is one of the greatest satisfactions that come to a teacher and is of the greatest significance in measuring school spirit.

Before the school had been running very long the pupils felt the need of better filing. Temporary traffic officers had been appointed, but some changes were necessary. The pupils resented the manners of some of the officers, and thought others not strict enough, so that there was congestion in the corridors which resulted in lateness to class. The traffic officers met and discussed the means of getting best results in the filing, drew up a few necessary rules which they explained and discussed in their home-rooms. The result was immediate and satisfactory.

The lunch room offered material for an interesting discussion. The presidents were again called together and given further instructions in conducting a class meeting to bring out certain definite points. Below is the outline, in brief, for this discussion.

SCHOOL CITIZENSHIP AND THE LUNCH ROOM.

To the leader: In our class discussion we aim to do three things:—

1. To show that to enjoy the lunch room it must be clean, orderly, and reasonably quiet.
2. To show that a lunch room reflects the whole spirit of the school.
3. To discover ways in which our lunch room can be made better.

Discussion: Does the condition of the lunch room make any difference?

1. In enjoyment?
   In sanitation?
   In school pride?
2. What do you think a good lunch room should be like?
   In arrangement?
   In light and ventilation?
   In food and sanitation?
   In pupil conduct and freedom?
3. How can our lunch room be made better?
4. What responsibility rests upon each student as a school citizen in regard to the lunch room?

The pupils talked freely on this subject, but it was necessary for the teacher to suggest that a few of the most important suggestions be drawn up and submitted to the principal. The resulting improvement in the lunch room was notable.

The assembly was studied, since it is to train for many similar occasions in later life. Filing to and from the assembly was pointed out as a necessary element of the good appearance of the school. Their attitude toward speakers brought out such suggestions as respect, courteous attention, and quietness, even though they could not hear, understand, or be interested by the speaker. The matter of courteous applause was considered an important aspect of assembly etiquette. The responsibility of the individual to take part in group singing and to do his share in assembly programs proves his willingness to co-operate in making periods a success, and helps him to appreciate the efforts of those participating in the program.

Just previous to this discussion there had been in the town a most unfortunate example of the manner in which children sometimes conduct themselves in a group away from school when given absolutely free rein. The children were very much ashamed of their behavior and were anxious to redeem themselves.

A school dance, which has just been held, was a most satisfactory affair. Our room leaders carried on meetings the day before the dance which resulted in an exceptional evening. The courtesy and respect shown to the parents, guests, matrons, and the orchestra was most unusual. The children showed their appreciation for all the work done by teachers, pupils, and parents to give them a good time. They felt pleased with the general conduct and a number were most emphatic in expressing their disgust with a few boys who were chewing gum and who occasionally burst forth from the side lines and got into the way of those dancing.

The constant training in room meetings with the teacher in the background, but ready to help out when necessary, is splendid training for the part which these individuals must assume as members of a community later on. The progress may be slow, but nevertheless there is a gradual development.

Now, we come to another opportunity of the home-room teacher, that of helping her children solve their problems, with themselves, their other teachers, and their principal. A good home-room teacher knows all that she can about her children, their natures, their homes, their parents, their previous school history, their desires and plans. It is to her that they should come when things go wrong, and she ought to get the child's point of view and then help him to get adjusted. Most children are naturally very fair and when dissatisfaction comes from marks there is usually a difficulty which they can remedy if they understand the trouble.

Recently we devoted a period to filling out a questionnaire on the school day of the pupil and its relation to his studying. We asked definite questions concerning his after-school day—the time spent working at home, working for remuneration, playing out-of-doors, in music lessons, and in other activities. We asked about his schedule and conditions of study, including resources.

With this information at hand, we considered

the best conditions for study, i.e., time; place; physical conditions, such as ventilation, light, and heat; order of subjects studied; and methods of review. (We require that each child write down every assignment, which must be clearly stated by the teacher.)

After the report cards came out, as a follow-up of this study guidance, we discussed the satisfaction of child and parents with the card, pleasant surprises and disappointments, and endeavored to discover the reasons for these feelings. I found that few of the pupils were satisfied and most of them said they were going to make a special effort to do more satisfactory work this month. Getting the reaction of the pupils will help the teacher to consider the child a little more in connection with the mark in a subject.

The home-room teacher has access to information compiled by subject teachers concerning pupils who are failing or doing poorer work than they are capable of doing. There are many possible causes of this poor type of work, which the subject teacher may list and check as applicable to each case. Some of these are: Lack of study, lack of interest, poor method of study, inability to concentrate, absence, too many outside interests, unfavorable home conditions, etc. The home-room teacher in individual guidance may be able to get more satisfaction from the student than the subject teacher who may know him only slightly.

A last and most important duty of the teacher is to guide her pupils in their choice of subjects for the next year. They must understand the requirements of subjects, the aim of each and the value of each in their future plans. This field is limitless. Fortunately the vocational guidance classes consider this problem to a great extent, but the home-room teacher, knowing her pupils individually, must influence them to make the wisest selection of courses to suit their abilities and opportunities.

We should not fail to mention clubs and extra-curricula activities which are of great value in citizenship training. I shall omit a discussion of these since it is not essentially in the field of the home-room teacher, except as she may help to an understanding of these, and may advise in the choices of her pupils.

I have attempted to show what a vital part in the junior high school curriculum is that guidance that trains for good citizenship. I have discussed it, mainly, as an opportunity for the home-room teacher, who, if she meets her responsibilities, may be the greatest single influence in the lives of the pupils who in the most critical period of their development are entrusted to her care.

A Minnesota Study

By O. E. DOMIAN
Superintendent, Fulda, Minnesota

A GRADED elementary school must give instruction in at least the first six grades, must have at least three teachers and a principal. It must have at least nine months or thirty-six weeks in the school year. It must have a methods reader and at least seven other sets of readers. There must be adequate seat work material for the first three grades and adequate reading materials and classics for the other five grades.

There must be an enrollment of at least sixty students.

There shall not be more than forty pupils per teacher.

The principal of an elementary school must have a Minnesota teacher's certificate; must have had at least two years' experience as teacher in public school or professional training for six semester hours.

A district that does not meet these requirements is classed as an ungraded district. In general, the graded elementary schools are found in the villages and cities; the ungraded schools in the rural area.

Minnesota has 514 graded and 7,255 ungraded districts.

The taxable valuation for the graded districts is $1,202,721,287, for the ungraded $739,653,751.

In graded schools there are 13,578 teachers; in the ungraded, 8,567.

Pupils in graded districts, 363,970; in ungraded, 186,360.

The ungraded schools receive 39.6 per cent. of the state aid, and pay 20.0 per cent. of the total school taxes, while the graded schools pay 80 per cent. of the taxes, and receive 60.4 per cent. of the aid.

The ungraded schools have over $1,300 greater assessed valuation per pupil but raise $42.00 less per pupil through local taxation, and receive $6.00 more state aid per pupil.

For each dollar of school taxes raised locally the graded schools receive seventeen cents from the state, and the ungraded forty-four cents.

The tax rates in graded districts are about four times as great as in ungraded districts, the median rates being 31.8 and 7.9 mills, respectively.

The ungraded districts receive a much larger proportion of state aid.

Rural districts contain 38.1 of the assessed valuation, and if their tax rate was as great as in the graded districts they would produce more than seventeen million dollars more, which would be available for education.

School Problems

Edited by a School Executive

274. What do you think of apportioning your budget by schools? (New York.)

In some big cities the money for books and supplies is apportioned by schools. There are things to be said for and against it. In some places it seems to work all right. A good business supervisor keeps a broad view over all, advises and checks, so keeping some necessary unity. The particular needs of various schools and localities are met in this way.

One of the dangers is a blanket distribution according to the size of schools when conditions and needs may not depend upon size at all. Then there is great difference in business ability among equally good principals. If the place is not very large and has a good business manager or superintendent, requests for new books and supplies coming from principals, and therefore having educational weight, are usually purchased from the departments of the main budget handled by one person at the head office. He sees the needs of all, knows the money available, and can usually make the wisest distribution.

275. How much notice should parents have of a pupil's failure to make the grade? (Utah.)

The report cards should be of a type to keep the parent informed from the very first of his child's chance of promotion. Special notice of outstanding accomplishments or failure should be sent home from time to time and co-operation of the home earnestly solicited.

By the first of April a parent should know definitely if his child's chances of promotion are doubtful. Reports and notices are all right, as far as they go, but the personal face to face talk is the thing that does the business. The teacher and parent together can come to a far better conclusion as to what is best for the pupil than either alone. Retardation is a great material as well as a social loss. Every child repeating a grade costs money, a fact which appeals to the good school business man, but the social danger is the most important thing. No person rises to success and happiness on an inferiority complex or the idea that he is a second-rater. Non-promotion is a serious problem to be solved by teacher and parent together, which means the sooner they join forces the better.

276. What do you think of Memorial Day exercises? (Mass.)

I think schools should have Memorial Day exercises of some kind. It should be a memory day in the right sense of the word, a memory day of appreciation of fine things—heroism, self-sacrifice, the heavy price paid for the best of our social inheritance. Hatred, divisions between countries, and between parts of our country should be carefully avoided.

It is an excellent opportunity to teach peace and progress, patriotism and internationalism. Appreciation of our inheritance, its growth, and cost must proceed, and well founded responsibility for forward upward building Americanism.

The character of our exercises has changed for the better in the last few years. They have taken on a simplicity, a sincerity, and a forward-looking significance that makes them much more educational and profitable. Adaptation to age level and community conditions has made them more profitable and lasting.

277. What do you think of "thumbing and bumming," so popular as a means of travel among our young people? (Mass.)

I think it is most cheap and common, and should be discouraged by all means. To see high school boys and girls or college students in the gutters or roadside begging rides from passing motorists is not self-respecting nor elevating from any point of view. To my mind the principle is the same as that which led the old-time hobo to knock at your kitchen door and beg for something to eat. True, he had the excuse of being hungry. There is that difference in his favor. Begging on the part of able-bodied adults has always been frowned on in America, and I cannot believe that thinking people approve of this popular practice. I know young people "bum" their way clear across the country, and boast of it, and otherwise refined (apparently) mothers tell me of their college sons and daughters who travel from one place to another seeing the sights on a stranger's gasoline. They seem to think it smart. Getting something for nothing, I suppose.

But it is not smart, and its effect on the boy or girl must be lowering. It must subtract from their self-esteem. All high schools and colleges should discourage it. A very good way to handle it in a high school is through the student body. I know a high school which had a bad case of "thumbing and bumming," partly because they were ten miles from a big city, who through their "Safety Council" stamped it out in one month. Pride, self-esteem, a sense of niceness are all on the other side. Teachers as educators should throw the weight of their influence into the scales to correct such a custom.

EDUCATION IN ACTION

Finds Pupils Need Little Arithmetic

More than eighty-five per cent. of the "higher" arithmetic now being taught in the public schools carries little value to the great majority of pupils, according to a survey, the results of which were announced at Teachers College, Columbia University, by Dr. A. O. Bowden. He finds that a huge volume of the mathematics taught today is "largely traditional and vocational." Beyond the mastering of the four fundamental operations of addition, subtraction, multiplication and division, he reports, pupils will have need for only a small portion of the more advanced principles when they become of age.

Lowell Favors College at 17

"There ought to be a diversity of education in this country," A. Lawrence Lowell, president of Harvard University, recently declared. "The requirement that a man should touch a button so many times is passing. The question is whether a man has the knowledge to enter school. Except in the school of engineering and the dental school, our professional schools are all graduate schools. Insistence upon high standards has a leavening effect throughout the whole profession. If it doesn't force the others to follow suit, it at least makes them follow the standards they do profess. I think boys in this country enter college too late. I believe they should enter at seventeen and begin studying their profession at twenty-one. Otherwise, they must marry later in life, and some of the best years of their life have passed before they start on their careers."

Practice of Coaching Athletics Is General

In general, the work of coaching athletics is carried on by regular physical education teachers who are required to devote, on an average, ten hours each week to this in addition to their regular teaching, by academic teachers who voluntarily, with or without pay, assist in these activities; and by special athletic coaches whose only duties with the schools are coaching and directing athletic teams. In the high schools few of the special coaches do all of the coaching. These coaches generally co-operate with or are assisted by the physical directors or academic teachers. While no set custom has been established conditions indicate that the belief is widespread that all coaching of athletics should be directly under the control of the physical director and should be done after school hours. Provision is made for the coaching of athletics in the school systems of 80 per cent. of the cities of 10,000 to 30,000; 93 per cent. in cities of 30,000 to 100,000 and 90 per cent. in cities of 100,000 and more according to the Bureau of Education.

Astronomy New Field Invaded by College Women

Women have gained an important place in the science of astronomy. Nine are engaged in astronomical research in New England, most of them as regular members of the staff of the Harvard College observatory, and the remainder associated with the Harvard researches. Among them are Dr. Annie Jump Cannon, an eminent astronomer, and Miss Cecilia Helena Payne, who, with Miss Cannon, holds the distinction of being a recognized leader in her special field of research. Although still in her twenties Dr. Payne is regarded as a world authority on astrophysics. Her monograph, "Stellar Atmospheres," published by Harvard observatory in 1925, was acclaimed as one of the greatest among astrophysical treatises. One of the highest distinctions in the world of science is election by one's fellows to membership in the "first thousand." Of more than 13,000 men and women listed in the biographical directory of American men of science, 1,000 are distinguished by the prefix of a star to the subjects of research in which they have specialized. This is a recognition of their leadership accorded by fellow specialists. Only three women have achieved this honor, and Miss Cannon and Miss Payne are two of these three.

Parents Angered By Questionnaire

Parents of children attending University of Chicago elementary schools are indignant over questions asked the youngsters in a series of questionnaires. One question which has especially worried juvenile minds and aroused parents was: "Is such an idea as that you are an adopted child difficult for you to shake off?" Pupils in the fourth, fifth and sixth grades were quizzed, Professor Nelson B. Henry of the Department of Education of the university said. "I do not consider the things asked objectionable. There were seventy-five questions," he said, explaining the quiz was to learn the children's general attitudes. He gave some of them as follows: "Do you find school a hard place to get along in? Do you find home a hard place to get along in? Do you live in a make-believe life in addition to your real life? Did you ever run away from home? Did you ever feel like running away from home? Do you usually sleep well? Do you feel bored a good deal of the time?"

Girl Is Star On Baseball Team

Alice Buckman, sixteen, is one of the ablest members of the Griswold, Ia., high school team. In a recent game she got four hits out of eight times at bat. She is the only girl player on the team. Her teammates say she is a very nimble short-stop, throws accurately and with speed and can run like a greyhound. When interviewed Miss Buckman said: "I love baseball, played it with my cousins when a little child, and it is A No. 1 sport, besides being our United States official pastime."

Law School Head Quits in Strike

Narcisso Bassols, rector of the Law School of the Mexican National University, has resigned as an outcome of the students' strike. Dr. Bassols explained in resigning that he did not wish to be an obstacle to settlement of the dispute which arose when the law students objected to newly introduced monthly written examinations. There were demonstrations by striking students which reached the rioting stage one day.

Change in Alphabets Costs Turkey Millions

Turkey is finding that new alphabets come high. The Government has expended over $3,000,000 in the dissemination of propaganda for the newly adopted Latin alphabet. This covers subsidies to publishing houses and newspapers for the purchase of new linotypes, and for the publication by the Government Printing House of 1,000,000 books and pamphlets. Additional expense faces the Government in scrapping the entire present issue of stamps and paper money bearing the Arabic letters.

Delaware Graduates Go In for Farming

One-third of the graduates of the University of Delaware are farming or are in occupations closely allied with agriculture, Dean C. E. McCue of the Agricultural School of the university recently declared. Two things prevent students from entering agricultural pursuits in the opinion of Dean McCue. One of them was the fact that many had no farms to return to after graduation because their parents operated farms too small to employ two men and the other was lack of capital with which to start farming.

Girl Has 12 Years' Perfect School Record

Though she had the usual diseases of children and had an operation for removal of tonsils Stella Spaulding has not missed a day in school in twelve years and was not tardy in thirteen years. She is graduating this year from Shenandoah high school, Iowa. The first year in kindergarten she missed a day at school, but after entering the first grade she was never absent. The measles and other diseases were during vacations. When her tonsils were removed she went to the hospital at Thanksgiving time and was ready for school by Monday.

Honduran Barracks Made Into Schools

The new coalition Government of Honduras is turning barracks into schoolhouses and reducing the size of the Honduran army as rapidly as possible, according to Dr. Ernesto Argueta, newly appointed Honduran Minister to the United States. Dr. Argueta said that this educational program is being carried forward as rapidly as possible and that simultaneously the Government is undertaking to connect the provinces and cities with good roads.

Returned Students Disturbing Factor

"As we are again on the annual run of seeing big batches of students off to other countries, particularly America," says "The China Critic," of Shanghai, "the writer has thought it proper to cast a few reflections upon the whole movement of studying abroad and he does this in lieu of saying bon voyage to those who are about to embark for their overseas destinations. In recent years a good deal has been written about the returned student and his social worth. The general tone has been one of doubt, if not downright dissatisfaction. The returned student of the more sedentary type does not of course take any active part in public duties. For the last ten or fifteen years, need we remind ourselves, China has been a veritable hotbed to which have been introduced all kinds of social theories, tenable or untenable, ranging from nationalism at one end to anarchism at the other, with all brands of socialism dispersed in between, each championed by its introducer as the nostrum for China's evils. But the confusion born of a reckless propaganda is already enough appalling. And for this the returned students must be again held responsible. Nor is the returned student any happy specimen in his private life. His standard of living, his ideas about household economy may at times become potent raisers of differences of opinion in the family circle which is so unfortunate as to have to include a gray-haired generation."

Teaching Ethics As Part of Business

The first attempt on the part of any college school of commerce to include business ethics as a part of its curriculum has been completed successfully by Northwestern University. Entrance into the field was made through lectures on ethical problems of modern finance by national authorities and response to the innovation indicated a widespread interest. "Schools of commerce must give more and more attention to the ethical side of business," commented Ralph E. Heilman, dean of the Northwestern University School of Commerce.

Girls Need Most Time for Talking

A preliminary report from one-third of the student body at Albion College, Albion, Mich., shows that the average student spends more time each week sleeping than in scholastic work, but that classroom activities, with the time spent in their preparation, consume the next greatest portion of their time. The average man spends 54¾ hours in bed and 56½ in scholastic activities. Women average 56½ hours in bed and 42½ in scholastic work. Girl students at the college are more given to social recreation than the men. This was especially true in social conversation, women requiring nearly ten hours a week and the men only 8½. One woman used more than 40 hours in this way. It was found that both men and women spend nearly 15 hours in caring for their rooms and personal appearances, or doing nothing in particular.

Students Feed Flies To Pay Way in College

Of the many occupations which students at the University of Texas follow as a means of paying their way, that of feeding flies is the most unusual. Employed in this work are four young men who are students of zoology. The flies which they feed daily are bred for experimental purposes. They are fruit flies, and in order that their physical conditions may be kept up to the highest possible standard, the insects must be given special attention. The actual feeding of the flies is not all these four students have to do. They make out a daily menu for the flies and prepare the food in the most painstaking manner. The standard food mixture for at least two of the several meals which are given the insects daily consists of one-fourth banana, one-eighth corn sirup, five-eighths water and just enough sugar to hold the mixture together.

Rutgers Ends Rushes; Student's Death Cause

Rushes between the freshman and sophomore classes at Rutgers University were abolished by the student council through the death of William J. Farrier during the annual pajama rush. The council voted that the four annual battles between the lower classes should be done away with, and that competitive games, such as a tug-of-war and a field day, should be substituted.

Chinese Classics Given to Nation

Chang Tsung-chang, former war lord of Shantung, has presented to the Library of Congress through the American Minister in Peking, a complete set of the Chinese classics on facsimile script of the century A. D. The texts from which this massive printed edition was made were carved on stone in the reign of the T'ang Emperor, K'Ai-ch'eng, in 837 A. D., and are, therefore, known as "the K'Ai-ch'eng engraved classics." The idea of carving the classics on stone originated after the burning of the books by the self-styled First Emperor in the third century B. C. The classics were so engraved in 175 A. D. and set up before the gate of the Imperial College. For several years the Shantung war lord, almost without the knowledge of his own countrymen, had a corps of skilled engravers at work in the Fayuan Ssu temple in Keping reproducing the ancient script in wood so as to make the inscribed classics of the T'ang period available not only in cumbersome rubbings, in which the characters are white on a black background, but also in the ordinary printed form as well.

Sees Europe Taking Our School Ideas

American educational procedure and administrative methods are increasingly influencing institutions of learning in Europe, according to Dr. Stephen P. Duggan, director of the Institute of International Education. One of the American ideas gaining a

foothold in Europe is the college and university dormitory plan. Dr. Duggan reports that before the war that system of student residence was virtually unknown in Continental Europe. Students lived with private families or in pensions. Another way in which academic America is influencing Europe is in the lessening of the rigidity which formerly characterized educational administration, Dr. Duggan said. One instance of that is the spread of the summer sessions of the universities. According to the director, almost every country in Europe has taken over the American idea of vacation courses.

Motorcycle Ban Ordered at Yale

Yale undergraduate students will not be allowed to operate motorcycles after September 24. The deans of the three undergraduate schools have so announced. The order, signed by Dean C. W. Mendell, Yale College; Dean C. H. Warren, Sheffield Scientific School, and Dean P. T. Walden, freshman year, did not give the reason for the ban. It reads: "Notice is hereby given that the privilege of operating motorcycles in or near New Haven during term time will be refused to all undergraduate students after September 24 next." Five years ago a ban was placed on students' automobiles, with the exception of the seniors. But the latter are included in the new order. Students of the graduate schools are not affected.

Schools to Teach Ground Flying

Plans are under way for the establishment of aviation courses in the Philadelphia high schools and to this end the Government has ordered a quantity of aviation equipment, including engines, wings and aeronautical instruments given to the schools for "ground flying" courses. The material is being sent from the Philadelphia Navy Yard, which has been authorized to dispose of obsolete equipment to schools and colleges desiring to establish aviation study. According to plans explained by Charles F. Bauder, director of industrial art education in Philadelphia, at least one centrally located school will be equipped with all standard types of airplane engines and specific airplane courses will be established in the high schools as part of the automotive shop work. Mr. Bauder said that there is no indication that the board of education will undertake to teach high school students to fly, but will place them in a position to know whether they desire to take up aviation after leaving school and will aid mechanics in the study of airplane construction.

TREND OF THE TIMES

FIVE-DAY WEEK with no loss of pay has been granted the 150,000 building-trades workers of New York City. This victory, which virtually amounts to a ten per cent. increase in the daily wage, "is an epochal event in the history of labor unionism in the United States, since it makes five days' earning equal just what five and a half days' earnings have been," declares the Brooklyn Eagle.

APPROPRIATELY named by Sir Charles Wakefield the "Youth of Britain" a big blue de Haviland airplane started recently with Sir Alan Cobham as pilot on a tour of British towns for the purpose of awakening "air-mindedness" among the population. An anonymous benefactor has donated 100,000 free flights for school children, and Sir Alan will also give flights to municipal authorities. The airplane carries ten passengers.

WHEELS of economic progress have rolled up to the Wheelbarrow Association of America. At the recent convention all ten members agreed that the production of 168 different types, ranging from the old-fashioned wheelbarrow of barnyard recollections to the most refined models of metropolitan pushcarts, was a wasteful practice in this age of efficiency and speed. The number of models, they thought, can be reduced to twenty-two and still supply modern needs.

MOTHER and the girls are spending more money for clothes than ever before, but father is probably wearing last year's top coat, according to the conclusion drawn by the Merchants' Association from advance figures in the United States Census of Manufactures for 1927. The output of men's and boys' clothing in New York City decreased $19,000,000, compared with 1925, while the production of women's clothing increased $136,000,000.

FIRST TEN YEARS of the war-born states of the new Central Europe may have been the hardest, it is admitted, but found them not so long ago celebrating their decade of independent existence, and telling the world that they are going right on to keep their freedom just as they made it theirs through their own efforts.

ASSERTING that the Anglo-Saxon peoples have lost their sense of appreciation of aesthetic values, Sir Esme Howard, British Ambassador to the United States, in a talk before Princeton University students emphasized the need of better understanding of the arts. "There is nothing which your country and my country needs so much as the cultivation of the aesthetic values," he said. "Most men must be content to do small things with a great heart."

AIR POLICE SQUAD of Bergen County, N. J., is reputed to be the first such groups to be formed in the United States. The aerial police will inspect all planes taking off from the Teterboro Airport to see that the engines are in good condition and the cabins not overloaded. They also will patrol the skies and force down any pilots flying too low or otherwise violating regulations of the Department of Commerce.

NEW PAPER MONEY of all kinds up to $20 bills, with the exception of National Bank notes of the smaller size, will be ready for distribution at banks early in July. All issues will be through the Federal Reserve banks, to member and other banks. There are approximately 6,300 issuing banks, and their currency represents approximately 15 per cent. of all outstanding currency in dollar value. In pieces this currency numbers about 70,000,000. The new bills will be about a third smaller than the present size and will be much harder to counterfeit.

FASHION dictates that women wear furs, but few women realize that many of the furs they wear are gained only through torture of their original owners. Society is rebelling against the cruelties of the steel trap, and is demanding humane methods in slaughtering the necessary animals. This demand is being met, in part, by the establishment of farms for raising fur-bearing animals, where no traps are needed.

FORTY-SIX YEARS of international wrangling over the South American provinces of Tacna and Arica were ended formally recently by President Hoover. He announced the agreement reached by direct negotiation between the governments of Peru and Chile to divide the territory—Chile to retain Arica and Peru to receive Tacna. The terms of the settlement will be incorporated in a treaty subject to ratification by both countries.

The BOOK TABLE

THE UNIVERSAL SPELLER COMPLETE. By Claude Anderson Phillips and Martha Mayfield Powell, University of Utah. Cloth. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

It is refreshing to find one publisher and two authors who have the audacity to think that it is possible to have a complete speller in 140 pages.

It may be the novelty of the audacity but we confess that we are quite captivated by the Teach—Test—Study plan which makes it possible to provide in one small book all that seems to be needed to provide a child all that he really needs of a speller.

It is very simple. Teach the class the meaning and pronunciation of each word. Make sure that every pupil knows the meaning of every word, and can pronounce it correctly, so that you know that he appreciates how each syllable is spelled. Then have them write it while it is on the board in front of them.

Then test them at once to see if they have learned what they have been taught. Then have them study these words intensely while the teaching and testing are vividly in mind.

BILLY GENE AND HIS FRIENDS. By Maude Dutton Lynch. Illustrated by Wyman Wright. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"Billy Gene and His Friends" is really a work of art educationally if one gives it any thought. It is so skilfully idealized that it should be used by every child. It is not merely another Primer, is not another Supplementary Reader, but is a definite contribution to a child's education.

There is a great mission for the school to adapt itself to the real child as a child, and "Billy Gene and His Friends" fits this need ideally.

THE SOUTHWEST IN LITERATURE. An Anthology for High Schools. Edited by Mabel Major and Rebecca W. Smith, Texas Christian University. Cloth. 370 pages. New York: The Macmillan Company.

This is an ideal high school book as a portraiture of life in the Southwest. It is a most attractive plan and brings out in bold relief and with a captivating human touch.

The pioneer spirit is given its adventurous thrill by Walt Whitman, David Crockett, Joaquin Miller, Edward Everett Hale and Mirabeau Lamar.

The cowboy's life with its fascination and terrors has four Songs of the Cowboys, some with music. The Negro is at his best with songs and music and a play with a real thrill, "Judge Lynch."

The part the Indian played in the Old Southwest and the Inheritors of Old Spain bring into action, Charles F. Lummis in history and with Mexican melodies, Mary Austin, Henry Van Dyke and John G. Neihardt.

In other settings there are articles by George W. Cobb, O. Henry, Mark Twain and Amy Lowell.

PRINTSHOP PRACTICE. By R. A. Loomis, instructor of Printing, William Dickinson High School, Jersey City, N. J. Milwaukee: The Bruce Publishing Company.

This book has every suggestion that a teacher of printing can need, and the explanations are so clear that no one can fail to understand, but to make doubly sure that everything will be understood there are numerous illustrations.

STEPS TO STORYLAND. A Pre-Primer. By Frances Lilian Taylor, Galesburg, Illinois. Illustrated by Mary B. Grubb. Heavy Paper Cover. 32 pages. Chicago: Beckley-Cardy Company.

Miss Taylor, principal, Teachers Training School of Galesburg, is demonstrating rare skill in interesting little people in school work before they go to school. It is a method of approach to school life that is really captivating.

FINANCING EXTRA-CURRICULAR ACTIVITIES. By Harold D. Meyer, University of North Carolina, and Samuel McKee Eddleman, High School, Shelby, North Carolina. New York: A. S. Barnes and Company.

The financing of extra-curricular activities is a real problem which every enterprising school system faces, and this is a study of the ways in which many cities solve their problem of meeting school expenses that are not naturally provided for by the city.

It is entirely clear as one examines this book with care that it is a genuine educational experience for students to discover ways and means of meeting these expenses themselves.

HOW TO BE YOUR OWN DECORATOR. By Helen Kones, decorator of Good Housekeeping Studio. Cloth. Illustrated. 224 pages. Published by Good Housekeeping, 119 West Fortieth street, New York.

One of New York City's unique educational achievements is the creation of "Good Housekeeping Studio," in which is built each month, with the co-operation of manufacturers, a group of rooms—actual rooms. This keeps before people, who are interested, the latest inspiration to give homemaking the spirit of adventure.

"How to Decorate Your Own Home" broadcasts the spirit and information which Helen Kones reveals each month in the Good Housekeeping Studio.

EXPERIMENTS IN TEACHERS COLLEGE ADMINISTRATION. By George Willard Frasier, Ph. D., LL.D., president Colorado State Teachers College, with the assistance of F. L. Whitney, W. D. Armentrand, J. D. Heilman, J. B. Bell and William Wrinkle of his faculty. Baltimore: Warwick and York, Inc.

Dr. Frasier well says that the Teachers Colleges in America are at the beginning of a great era of forward development. These seven chapters are highly suggestive of phases of Teachers College Administration upon which Dr. Frasier and his faculty have been experimenting with an earnest purpose to discover vistas of visions that can be wisely used for demonstration purposes.

Books Received

"Better English for Beginners." By Harry J. Jeschke.—"Better English, Grade 4." By Jeschke, Potter and Gillet.—"Better English, Grade 5." By Jeschke, Potter and Gillet.—"Better English, Grade 6." By Jeschke, Potter and Gillet. Boston: Ginn and Company.

"Recreative Athletics." Playground Recreation Association.—"Play Days for Girls and Women." By M. M. Duncan.—"Programs for Special Occasions." By Kennedy and Bemis.—"The Extra Curricular Library." By Meyer and Eddleman.—"Baseball for Girls and Women." By Gladys E. Palmer. — "Mother Goose May Day." By K. T. Wills.—"An Exhibition Handbook." By R. D. Warden. New York City: A. S. Barnes and Company.

"The New Wide Awake Second Reader." By Clara Murray.—"The New Wide Awake Third Reader." By Clara Murray. Boston: Little, Brown and Company.

"Guide for a Health Program." By Lummis and Schawe.—"The Pioneer Photographer." By Jackson and Driggs. Yonkers, New York: World Book Company.

"Chantons Un Peu." By Ruth Muzzy Conniston. Garden City, New York: Doubleday, Doran and Company.

"Hamlet." By William Shakespeare. Boston: Houghton Mifflin Company.

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GRINS BETWEEN GRINDS

You Don't Say!

"James, can you give me an example of a coincident," asked the teacher.

"Well," said James after some consideration, "my father and mother were married the same day."

Proved It

"What was George Washington noted for?"

"His memory, sir."

"What makes you think his memory was so great?"

"They erected a monument to it."

Then Henry Said—

"My razor doesn't cut at all."

"Why, Henry, you don't mean to tell me that your beard is tougher than the oilcloth."

Now Will You Be Good?

"What are you reading, Caroline?"

"A novel, Father, called 'The Heart of a Girl.'"

"Umph! The usual rubbish, I suppose."

"Yes, Dad. On the flyleaf I see it's a book you presented to Mother years ago."

Playing Safe

"'Tommy,' a school ma'am said, who discovered America?'

"Tommy hesitated. 'Druther not answer that,' he said. "Too dangerous.'

"Too dangerous? How do you mean too dangerous?' said the schoolma'am.

"'Why, the fellers was arguin' about it only yesterday,' said Tommy. 'And Pat Ryan said America was discovered by an Irish saint, and Olaf Olafson said it was a Norse viking, and Bonito Martini said the discoverer was Christopher Columbus of Genoa, and then, if you'd saw the scrap they had, you'd know that I'm too little to mix up in questions like that there.'"

Easy to Spell, if Not to Play

Little Mary had won a school prize, and was telling her mother about it.

The subject for her essay had been "How I Spend My Saturday Morning," and after discoursing on minding the baby, helping mother wash up and so on, Mary ended with the statement: "And then I usually play a game of chess with my brother."

"Chess!" repeated her mother in amazement. "But you can't play chess!"

"I know," agreed the little girl; "I wanted to put dominoes, but I couldn't spell it."

Fairy Story

Once upon a time there was a mail carrier who said to his wife: "This is such a fine spring evening, dear, let's go out for a long walk."

Sure!

Four-year old Bobby was much interested in the story of David and Goliath which his mother read to him. When she was through he asked: "Mamma, where is David now!"

"In heaven, I suppose."

"Will I go to heaven when I die?"

"I hope so, dear."

"Mamma," (the little voice was very eager now), "do you s'pose when I get there David will let me hold his slingshot a little while?"

The Best Policy

Mrs. Mose Johnson, whose marital path was anything but smooth, walked into an insurance office and inquired: "Does you-all hab any of dat fire assurance heah?"

"We do," a clerk replied. "What do you want insured?"

"Mah husband," was the reply.

"Then you don't want fire insurance," smiled the clerk as he reached for another application form. "What you want is a life insurance policy."

"No, Ah don't!" Mrs. Johnson, exclaimed, "Ah wants fire assurance. Dat nigger's been fired fo' times in de last two weeks."

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JOURNAL MAIL BAG

Vitaphone Vitalization

Editor, Journal of Education:—

The phenomenal success of the vitaphone in entertaining the American public suggests amazing possibilities for its use in education. The alert and progressive educators of the nation will soon realize that in the vitaphone we have another powerful aid to learning. The vitaphone can vitalize education as well as entertainment, the movietone can motivate learning as well as pleasure seeking, the talkie can have a place in the school as well as in the theatre.

The popularity of the talking motion picture is easily understood. It combines the visual impression with the auditory impression, thereby rendering vicarious experiences more satisfying and realistic. We learn both by seeing and hearing. Those who have lost either sense are seriously handicapped in personal progress. We have already realized the possibilities in the motion picture and the radio. More and more the public schools are utilizing these new aids to learning. What television will do for the radio someday, the vitaphone will do for the motion picture.

The immediate widespread use of the vitaphone in our public schools would be unwise, expensive, and harmful. Careful research and experimentation must determine the effectiveness of the vitaphone. Series of educational vitaphone series must be arranged to serve different ages, grades, courses, and localities. Equipment satisfactory for use in the classroom must be devised. The vitaphone must pass through the experimental period before it can be assured of a definite place in institutions of learning.

A few of the possibilities of the talkie were recently suggested by Edward Mayer, executive secretary of the Department of Visual Instruction of the University of California. Doubtless other educators will point out other possibilities. Let us briefly consider just a few. The appreciation of events, real or imagined, will be enhanced by the use of the vitaphone. A series of vitaphone productions similar in quality to the Yale series of American history films may be developed.

In the field on natural science as well as in the classes of social science and literature there are similar opportunities. Lectures and demonstrations, field trips and travel films may be developed. There is hardly a course in any educational institution in which the vitaphone could not be used.

Today nothing has been done to utilize the vitaphone, but soon its opportunities will be widely recognized. The talkie will have a place in the classroom and auditoriums and classrooms of our schools. We will use the movietone to motivate. We will not only talk of vitaphone vitalization, we will use it.

Very truly yours,
Laurence R. Campbell.

Menlo Park,
California.

Meetings To Be Held

JUNE

26-July 4: American School Citizenship League, Boston; Sec., Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.; Atlanta, Georgia.

26-30: American Federation of Teachers; Sec., Florence C. Hanson, 506 S. Wabash Avenue, Chicago, Illinois; Memphis, Tennessee.

26-July 3: National Association of Visiting Teachers; Sec., Lois A. Meredith, 8 W. 40th Street, New York City; San Francisco, Calif.

28-July 4: American Classical League; Sec. Rollin H. Tanner, New York University, University Heights, New York City; Atlanta, Georgia.

28-July 4: National Conference of Student Participation in School Government; Sec. Anna M. Hayward, Wiley High School, Terre Haute, Indiana: Atlanta, Georgia.

28-July 4: National Education Association, Washington, D. C.; Sec. J. W. Crabtree, 1201 16th Street, N. W., Washington, D. C.; Atlanta, Georgia.

28-July 4: National Society for the Study and Correction of Speech Disorders; Sec. W. B. Smith, 110 Bay State Road, Boston, Mass.; Atlanta, Georgia.

JULY

1-5: American Home Economics Association, Washington, D. C.; Sec. Frances Zuill, University of Iowa, Iowa City, Iowa; Boston, Mass.

2-4: Federation of Catholic College Clubs; Sec. J. F. Vanhorn, 4025 Aspen Street, Philadelphia, Pa.; Cincinnati, Ohio.

8-12: American Medical Association, Chicago, Illinois; Sec. Olin West, 535 N. Dearborn Street, Chicago, Illinois; Portland, Oregon.

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

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